

analysis were conducted to compare various aspects of the psychological state of the employees of the two groups of companies, mainly including indicators of motivation to teach, their own job satisfaction, and students' evaluation of the teachers' teaching. The study used the above indicators as a self-made scale as a measurement tool to quantify teachers' actual satisfaction with their own work, with a score of 5 out of 5, with higher scores representing higher levels of psychological energy of the more employees in terms of work and other aspects.

Results: Table 1 describes the test results of the study's homemade scale before and after the two groups of power supply company employees received the experiment. It can be seen from Table 1 that the psychological energy levels of the employees of the two groups of enterprises were similar before the start of the management experiment, while the psychological energy levels of the experimental group increased significantly after the end of the experiment, while there was no significant change in the control group. After statistical analysis, it can be found that the psychological energy levels of the two groups showed significant differences ($P < 0.05$) after the experiment, but not before the experiment.

Table 1. Test results of two groups of employees' mental energy before and after the experiment

	Before the experiment	After the experiment
Control group	3.25±0.89	3.56±0.93
Experience group	3.27±1.01	4.75±1.05

Conclusions: Employee psychological energy refers to the psychological state that employees can make their own cognition subjective and have a sense of identity with their work and the company, which plays an important role in the performance of the company and the psychological condition of employees. The study is based on a superior performance management model that emphasizes and enhances employees' psychological energy, and applies this model to the management of power supply enterprises. The experimental results show that this model can significantly improve the psychological energy level of employees in all aspects.

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A STUDY ON THE INFLUENCE OF NOVICE EFL TEACHERS' DIGITAL LITERACY ON STUDENTS' LEARNING ANXIETY

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Background: Anxiety belongs to the category of "emotion" in psychology and is a special representation of internal psychology. The specific performance is that when individuals are difficult to achieve the set goals and overcome the obstacles and threats they encounter, their self-esteem is damaged or their self-confidence is frustrated, which leads to the formation of tension and fear. College students' anxiety also exists in the process of learning English. In the case of normal anxiety, students' attention can be strengthened, students' learning attitude can be corrected to a certain extent, and their thinking and thoughts can be more active and active, which is helpful to improve the effect of English learning. However, in the case of excessive anxiety, students' spirit and consciousness will be in a low state, and their concentration will be low, which will inhibit the effect of learning. Therefore, how to minimize the anxiety of college students in learning English, change their learning anxiety, tension and anxiety, and "save" them from the situation of self doubt and self denial has become a key issue for English teachers. English learning anxiety, as a very complex learning phenomenon, is related to many factors. For college students, the formation of this anxiety is not only influenced by the personality characteristics of college students and the form of learning activities, but also under the influence of teachers' teaching methods, teaching attitudes, language environment, cultural atmosphere and other factors, showing an aggravating trend, which restricts the motivation and effect of college students' English learning. The influence of anxiety on college students' English learning is obvious. First, English, as a foreign language, has a natural sense of strangeness to college students whose mother tongue is Chinese. Second, there are great differences between English and Chinese in grammar and other aspects, making learning more difficult. The existence of anxiety psychology is not simply internal, it will be externalized into individual behavior, and then affect the results of behavior. The anxiety psychology of college students in the process of learning English mainly exists in listening, conversation, text reading and writing. The anxiety psychology will disrupt students' English

learning ideas, and it is difficult to effectively and accurately study oral English and writing.

Objective: The academic ability of educational technology mainly refers to teachers' cognition and awareness of educational technology in scientific research, and the ability to integrate educational technology means and theories with professional academic research. Some studies have pointed out that foreign language teachers' educational technology academic ability can have a great impact on students' learning anxiety. English learning anxiety is a very common phenomenon among Chinese students. English learning anxiety has brought a great negative impact on students' English learning, which has seriously affected their English performance. Starting from the group of college students, this study summarizes the causes of college students' English learning anxiety and its impact on English learning, and puts forward the training plan for college foreign language teachers' educational technology academic ability, so as to provide suggestions for alleviating college students' English learning anxiety in the future.

Subjects and methods: 200 college students with learning anxiety in many colleges and universities were selected to evaluate college students through the English learning anxiety evaluation scale aimed at the characteristics of college students' English learning. The scale includes four dimensions, namely, worry, nervousness, fear of speaking English and fear of classroom questioning. It has 33 items, and the score is 1-5 points by applying the five-grade scoring method. The higher the score, the more consistent with the students' own situation. Relevant data are calculated and counted by Excel software and SPSS20.0 software.

Results: The average score of students' English learning anxiety is 3.11, which is higher than the national norm. The score range of each factor of the tested college students is between 3.12 and 3.18, which reflects that the tested college students have a medium level of English learning anxiety. See Table 1.

Table 1. Evaluation results of English learning anxiety

Factor	Maximum	Minimum value	Average	Standard deviation
Worry	1.13	4.69	3.16	0.69
Nervous and tense	1.52	4.91	3.2	0.7
Afraid to speak English	1.59	4.73	3.14	0.64
Fear of classroom	1.6	4.74	3.19	0.73
Total learning anxiety	1.93	4.29	3.13	0.57

Conclusions: Educational technology academic ability is a necessary ability for college foreign language teachers to engage in scientific research, which is mainly reflected in the fact that teachers can use the relevant theories of information technology and educational technology to solve specific problems in academic research. The cultivation of this ability is not a simple stack of technical training or software knowledge transfer, but requires the continuous and comprehensive investment of colleges and universities and the active and active participation of teachers, and can be realized through the optimization of hardware environment and the careful design of software environment. From this perspective, this study investigates and analyzes college students' English learning anxiety, and draws some conclusions and suggestions. Of course, the work of this study is still preliminary, and this study will also be long-term and continuous. In the future work, we need to pay more comprehensive and profound attention to it.

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RESEARCH ON THE POSITIVE INFLUENCE OF CHINESE SPORTS SPIRIT INTEGRATED INTO SOCIALIST CORE VALUES ON COLLEGE STUDENTS' MENTAL HEALTH

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Background: In recent years, the number of college students with mental health is increasing year by year. Most college students are 19 to 23 years old. They are not mature enough and are prone to mental health problems in the face of external pressure and pressure from themselves. The mental health of college students is mainly divided into two parts, one part comes from their own psychological pressure, and the other part is the belief in health. Self-psychological pressure refers to the psychological and physical tension of college students in the face of external stimuli. This psychological phenomenon is also a stress response of college students to external stimuli. Health beliefs specifically mean that when individuals use positive behaviors to hinder their physical and psychological diseases, they can delay the